

Optimizing English education curriculum for EFL students: Multimodal approach in academic writing

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Abstract

English education faces challenges in academic writing due to technological advancements and multimodal writing. Due to the incompatibility between present curricula and student demands, the study intends to restructure the curriculum to emphasize multimodal writing projects that meet students' needs and multimodal paradigms. The study was a type of Design and Development Research using the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) model, specifically the Analysis and Design stages. It involved 30 students and three team-teaching lecturers of the English Education Study Program at a private university in Indonesia. The data collection is conducted through a content analysis of the existing syllabus, needs assessment using questionnaires to the students, followed by interviews with the lecturers to further reinforce the data obtained from the questionnaires. Data analysis was conducted using a qualitative methodology that incorporates triangulation techniques and relationship mapping. The research results highlighted the need for curricula that are more tailored to multimodal projects and student needs. It implies that curriculum reconstruction has become crucial to accommodating changing needs and technologies. It is a progressive step in improving the quality of English language education.

Keywords: academic writing; design and development research; multimodal project; responsive syllabus; students' needs

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English education faces substantial challenges in the present era, specifically concerning academic writing. Hüttner & Rieder-Bünemann (2020) clarify the challenges encountered by students across various academic disciplines who are obligated to compose in English despite universities providing differing degrees of assistance. It further emphasizes the difficulties encountered by English language instructors, especially in countries where English is not the prevalent language.

For students in English education programmes to fulfil future demands in the classroom and workplace, they must have a solid foundation in academic writing (Zakarian et al., 2021; Yuvayapan & Bilginer, 2020). Generally, academic writings are often given to students in the form of summaries or notes, essays, articles, reports, projects, and research proposals (Bailey, 2018). The common goal is to fulfil academic requirements (Rozimela & Wahyuni, 2019). Since it can have a major impact on students' academic success, this skill is especially crucial for non-native English speakers (Zakarian et al., 2021).

The development of academic writing abilities is a complex and technical form of writing. It requires a high level of organization and coherence (Read, 2019). It is characterized by the sharing of original research in accordance with standard rules (Akkaya & Aydın, 2018). However, the nature of academic writing is evolving due to changes in the academic profession, including new forms of authority, digital resources, and the internationalization of higher education (Tusting et al., 2019). Barton and McCulloch (2018) point out the tensions that arise from the increasing use of digital platforms in academic writing, particularly in the context of social media and hybrid genres, which challenge traditional academic values and practices. Furthermore, it is critical to develop skills in academic writing to foster academic literacy, a fundamental skill required for the generation of novel insights (Sherekhova, 2022).

Recent developments in the academic field of writing, particularly in the context of information technology, have significantly impacted the way writing is taught, practised, and disseminated. Paltridge (2020) underscores the digital transformation of academic writing, particularly in the context of journal publication, including the use of digital technologies in the submission, review, and dissemination of articles. The integration of technology in writing instruction has led to improvements in students' writing skills and motivation, as well as increased social interaction and peer collaboration (Williams & Beam, 2019). This has prompted a shift towards a multimodal writing process.

Moreover, there is a need for a responsive and innovative learning approach, such as a multimodal approach. A range of studies have highlighted the importance of a multimodal approach in understanding language use in

different contexts. Chandu and Geramifard (2022) explored the unification of multilingual and multimodal streams, underscoring the need for a more inclusive approach to language technologies. Kusters et al. (2017) further expand this by introducing the concept of semiotic repertoires, which allows for a more holistic understanding of multilingual and multimodal communication. Canet (2019) further expands on this by discussing the emergence of video as a scholarly communication form, suggesting that it can enhance the communication of research findings. Teachers' experiences with multimodality in teaching and learning have been categorized into imparting information, enacting collaborative learning, and preparing students for exploring concepts (Papageorgiou & Lameris, 2017). These studies collectively underscore the diverse and evolving nature of academic writing, which encompasses not only traditional written forms but also visual, audio, and video modes of communication. It also highlights the value of a multimodal approach in understanding the complex and dynamic nature of language use in diverse contexts.

To implement these values, providing a multimodal project for higher school students is becoming increasingly important in delivering information effectively and attractively (Jiang, 2018; Cho & Kim, 2021; Tseng, 2021; Cheung, 2022; Hotson & Bell, 2021; Muraina et al., 2019).

The integration of writing concepts into multimodal projects is a complex process that involves the use of diverse linguistic repertoires and modes (Smith et al., 2017). This approach can be particularly effective in improving student writing, as it encourages the use of a range of resources and modes, including talk, writing, music, and images (Archer, 2017). Ekawati (2019) demonstrates the effectiveness of integrated project-based learning in enhancing writing skills. Allagui (2022) further highlights the importance of developing explicit knowledge about various modes in improving students' understanding of multimodal writing. In the ESL writing classroom, multimodal projects can enhance student engagement and motivation as they allow for the infusion of various abilities, languages, and cultures (Christiansen, 2019). These studies collectively underscore the potential of integrating basic writing concepts into multimodal projects to enhance student learning and involvement in academic writing.

However, there remains a gap between existing academic writing syllabi and the need for students to develop academic writing skills that can be adapted to multimodal projects. Previously, we carried out a curriculum analysis on the four writing courses of EFL students at the English Education Study Program (EESP) (Yana et al., 2023). It found that the existing curriculum is not responsive to multimodal paradigms and changes in current communication needs, such as multimodal texts. Yet, the results of the research are still limited to the initial identification process. It has not been continued by

providing concrete solutions for preparing a syllabus that is accommodating to the multimodal paradigm.

Therefore, this research is a follow-up to that research. The reconstruction of the syllabus of academic writing course has become a must to bridge this gap and provide a solid foundation for English language education students. This research aims to review and redesign the existing syllabus of academic writing in the context of multimodal projects, with a major focus on the integration of writing concepts that fit the demands of 21st-century and technological developments. This is also relevant to Rahmawati's research, which suggests that teaching academic writing migrates from paper-based to data-based (Ratnawati et al., 2018), which is in line with the multimodal approach. Thus, it is expected that the reconstruction of this syllabus will improve the academic writing skills of students and better prepare them for the challenges of the future.

The results of this research are expected to make a significant contribution to the development of the English language education curriculum. Understanding how redesigning academic writing course syllabi adapted to multimodal projects can better respond to student needs and global demands in the use of English in a variety of contexts (Huang & Archer, 2017).

METHOD

The study adopted a Design and Development Research that emphasizes the phases of Analysis and Design in the ADDIE approach (Analysis, Design, Development, Implementation, and Evaluation). The participants in the study consisted of 30 students of the English Education Study Program (EESP) at a private university in Indonesia. They were deliberately selected based on certain criteria, including attendance in writing courses up to level 3 (basic writing, paragraph writing, and essay writing) in semesters one to three, as well as interest in multimodal projects in academic writing in semester four. In addition, three lecturers of the teaching team writing course for the EESP were also involved in the study. The data collection was carried out in three stages, corresponding to the Analysis and Design stages of the ADDIE model. The Analysis phase includes syllabus review and needs analysis. The design phase is realized with the syllabus reconstruction. We classify the data collection as both qualitative and quantitative. Syllabus analysis and lecturer interviews yield qualitative data, while student-delivered questionnaires gather quantitative data.

The syllabus review involved reviewing the existing syllabus using a checklist sheet to identify shortcomings and potential changes in the syllabus. During this step, the researchers examined numerous aspects of the syllabus, including the course identity, goals, content and sequencing, format and presentation, and monitoring and assessment. The researchers clicked these components on the prepared checklist sheet; there were columns "yes" and "no"

and descriptions to give a note of the tendency of each component, whether it included "strengths" or "weaknesses".

The needs analysis involved distributing questionnaires to students in order to obtain data relevant to the academic writing course's requirements. At this stage, the researchers created a questionnaire consisting of 43 questions. The researchers built the questions on seven key indicators: necessities, lacks, wants, objectives, input, techniques, and setting. Academic writing courses use the questionnaire as part of the multimodal paradigm. Two experienced validators, who had conducted research and taught, then evaluated and qualified it. After the validator's evaluation, the researchers revised the questionnaire based on the received comments, resulting in a revised version that includes 42 questions that align with the validator's feedback. We then distributed the modified questionnaire to all students who participated in academic writing programs at EESP during the academic year 2022-2023. The researchers asked students to respond by selecting one of the following options: strongly agree, agree, disagree, or strongly disagree. Thirty students completed the questionnaire.

The interview is a continuation of the deeper analysis that followed the data collection of the questionnaire. In this phase, the researchers conducted written interviews with three lecturers (L1, L2, and L3) of the teaching team of academic writing courses at ESPP. The semi-open questions focused on the identity and experience of lecturers in teaching, as well as on students' needs indicators such as "necessities", "lack", "wants", "goals", "inputs", and "procedures". The researchers carefully note the results of these interviews to ensure thorough analysis and avoid missing any important information. These interviews provide additional valuable information that enriches researchers' understanding of student learning needs, as well as effective teaching strategies integrated into the multimodal approach in academic writing courses at ESPP.

After gathering data from the syllabus review, needs analysis, and interviews with the lecturers, the next stage is to conduct a complete data analysis. First, we organize and methodically encode findings from both qualitative and quantitative research data to facilitate the identification of themes, patterns, and connections within the data. We design this encoding to facilitate further analysis. For instance, we label the curriculum analysis data as Data 1, the student questionnaire data as Data 2, the lecturer interview data as Data 3, and the course reconstruction summary data as Data 4. Next, we systematically categorize the qualitative data from the lecturer interview using codes (L1, L2, and L3) to represent the data source for each of the three lectures. Next, each lecturer answers a specific question by assigning initial codes. The letters 'n' for 'necessities', 'w' for 'wants', 'l' for 'lacks', 'i' for 'input', and 'p' for 'procedure' denote the indication. For instance, Data 3 L1-n represents interview data obtained from the initial instructor, who provided responses to inquiries regarding necessities. To further encode quantitative data from student

questionnaires, the initials of relevant indicators can be used. For example, the 2-N data represents the questionnaire's results for the variable necessities.

Next, using a statistical-descriptive analysis, we analyzed the quantitative data from the survey results. The researchers displayed the data in tables, labelling the highest value with the letter H, the lowest value with the letter L, the average with the letter M, and the standard deviation with the letter S. Then, the researchers interpreted the meaning and implications of the data. The term "higher" (H) symbolizes the highest score a student receives when responding to statements in a lift. This score indicates the student's highest level of agreement or interest in a given topic or statement. The term "low" (L), denotes the lowest score the student assigned to the statements in the survey. This score indicates the student's lowest level of disagreement or interest in a given topic or statement. The term "means" (M) refers to the average of all scores given by the student in response to statements in the lift. This average paints a general picture of the student's overall tendency towards a given topic or statement. The term standard deviation (S) measures the spread or variation of the scores given by the student. A low deviation standard can indicate consistency in the student's response, whereas a high deviation standard can show significant variation in the student's response.

The final analysis takes a qualitative approach, utilizing triangulation techniques and mapping the relationship between the three existing data sources. The researchers confirm and verify the findings from each data source, as well as detect noteworthy patterns and relationships among them. The evaluation results provide clear guidance in the curriculum reconstruction process. This gives a foundation for researchers to reassemble the current syllabus into new ones. During the reconstruction procedure, the researchers keep the completed components and gain the strength of the preceding syllabus. Furthermore, the researchers addressed existing shortcomings in order to match ESPP curriculum documents and be more receptive to the multimodal approach as well as the demands of students learning English as a foreign language. We expect the reconstructed syllabus to offer students a more relevant, dynamic, and effective learning experience, aligning with current demands and paradigm shifts in English language instruction at EESP.

FINDINGS

Review of the existing syllabus

Based on the existing syllabus reviewed, the finding summary is presented in Table 1. Table 1 shows some significant findings from the study. First, course identifiers such as the study program name, course name and code, semester, semester credit unit, and lecturer name are not accompanied by a distinct document number. Second, the listed learning objectives do not clearly address multimodal approaches in academic writing, indicating a lack of emphasis on incorporating of multimode features into teaching and learning.

Third, the content and sequence of the materials frequently overlap with another course, indicating a need for further adjustment and coordination in

Table 1. Results of Review of the Existing Syllabus

No	Components	Result Descriptions
1	Course Identity	The name of the study programme, the name and code of the course, the semester, the semester credit unit, the lecturer's name are clearly written. But the document number is not stated.
2	Goals	Learning outcomes consists of attitude, mastery of knowledge, special skills, and general skills. However, it not specifically listed the purpose of academic writing that adopts a multimodal approach or a multimodal project to be achieved by students.
3	Content and Sequencing	Study materials related to the ability to be achieved are: (1) type of scientific work (2) writing development techniques (3) use of references, and how to summarize, paraphrase. Nonetheless, the material content is a repetition or overlapping with the material in the Writing 3 course and is not consistent with the expected learning outcome of the course. Most of the learning sources are in paper based-mode
4	Format and Presentation	The learning method used is Project Based Learning (PjBL). However, the learning phase of the PjBL is not visible.
5	Monitoring and Assessment	Although the monitoring and assessment has followed a multimodal approach, the process assessment section is not yet relevant to the learning objectives to be achieved.

syllabus design. Thus, these findings provide an early overview of the areas that need to be examined to increase the relevance, consistency, and responsiveness of the curriculum to student learning needs, as well as the multimodal approach.

Needs Analysis

The need analysis is done by giving a questionnaire to the students and then reinforced by doing written interviews to the lecturer team-teaching of the writing course.

The results of the need analysis of the questionnaire distributed to students

Based on the questionnaire replies, the researchers selected the students' perception of needs as key data. There are necessities, lacks, wants, learning goals, inputs, procedures, and settings. The results are in Table 2 to Table 8. From Table 2, it can be described that students gave a fairly high rating on the importance of multimodal text writing skills, with an average score of approximately between 3.53 and 3.6. They also assessed the significance of understanding different types of academic writing, such as notes, reports,

projects, essays, theses, and articles or papers, with average scores ranging between 3.37 and 3.6. Furthermore, students showed the need for the ability to

Table 2. Data Summary of Students' Necessities

No	Statements	H	L	M	S
1	The ability to write multimodal text is very important to me.	4	3	3.53	.51
2	The ability to write multimodal English text plays an important role in supporting my success as a student.	4	2	3.60	.56
3	The ability to write multimodal English-language text plays an important role in my future life.	4	2	3.47	.57
4	A note as a kind of academic writing is important for me to understand.	4	3	3.40	.50
5	A report as a kind of academic writing is important for me to understand.	4	2	3.37	.56
6	A project as a kind of academic writing is important for me to understand.	4	2	3.40	.62
7	An essay as a kind of academic writing is important for me to understand.	4	3	3.60	.50
8	A thesis as a kind of academic writing is important for me to understand.	4	3	3.60	.50
9	A scientific article academic writing is important for me to understand.	4	2	3.47	.57
10	I need to learn how to find the right source of reference in academic writing.	4	3	3.87	.35
11	I need to know the text sources that can support academic writing such as text books, websites, journal articles, official reports, newspapers, e-books, edited books.	4	3	3.83	.38
12	I need to figure out how to avoid plagiarism in academic writing.	4	3	3.83	.38
13	I need to understand how to write a good and correct citation reference in academic writing.	4	3	3.80	.41

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

find the right reference sources, by average. They also recognized the value of knowledge about different sources of text that can support academic writings, like textbooks, websites, journal articles, official reports, newspapers, e-books, and edited books, giving a rating of approximately 3.83. Overall, these data indicate that students have a strong awareness of the importance of developing comprehensive academic writing skills and in-depth knowledge about the use of reference resources in an academic context to support their success as students and future demands.

The findings in Table 3 describe students' perceptions of the assignments assigned to them, as well as their level of confidence in completing those assignments. It can be explained that most students feel quite capable of

making multimodal notes, reports, projects, essays, and texts, with an average of about 2.9 to 3.1. However, for research articles and thesis proposals, students feel less capable, even though they are still confident enough to compose them. It implies that there needs to be improvements in curricula and learning to

Table 3. Data Summary of Students' Lacks

No	Statements	H	L	M	S
14	I often get assignments such as making notes.	4	2	2.93	.69
15	I often get assignments such as making reports.	4	2	2.83	.59
16	I often get assignments such as making a project.	4	2	2.90	.76
17	I often get assignments such as making essay.	4	2	2.97	.49
18	I often get assignments such as making article.	4	2	2.60	.56
19	I often get assignments such as making thesis proposal.	4	2	2.52	.63
20	I often get a college assignment of making multimodal texts.	4	2	2.97	.81
21	I am still unable to make good notes.	4	2	2.97	.67
22	I am still unable to make a good report.	4	2	3.10	.66
23	I am still unable to organize the project properly.	4	2	3.07	.64
24	I am still unable to write an essay well.	4	2	3.23	.63
25	I am still unable to write research articles well.	4	2	3.43	.63
26	I am still unable to write a thesis proposal well.	4	3	3.57	.50
27	I am still unable to write multimodal texts well.	4	2	3.33	.61

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

provide more support and training on those kinds of tasks that students find difficult. Different learning approaches are needed to help students develop the skills needed to accomplish these tasks. By taking into account these findings,

Table 4. Data Summary of Students' Wants

No	Statements	H	L	M	S
28	I want to be given the opportunity to learn to write English texts by expressing my ideas more expressively.	4	3	3.67	.48
29	I want to affirm the meaning into the English text that I write through various modes like pictures, sounds, animations, and links and so on.	4	2	3.70	.53
30	I want to learn how to write text that combines at least two modes like sound and image and or other	4	3	3.70	.47
31	I want to learn how to write English-language multimodal text	4	3	3.77	.43
32	I want to improve my English writing skills by creating a multimodal text project.	4	3	3.60	.50

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

educational institutions can design more effective strategies to improve the quality of learning and achievement of students in completing their academic tasks, one of which is through the provision of multimodal projects.

The findings from Table 4 displays students have a strong interest in learning to write English texts expressively and multimodality, with a fairly high average score for each statement submitted. The relatively low deviation standard designates that students' responses tend to be consistent in their desires related to this learning. This indicates that students have a strong desire to engage in learning to write expressive and multimodal English text. They want to have the opportunity to express ideas creatively through a variety of modes, such as images, sounds, animations, and links. Besides, they are interested in learning how to write text using more than one mode simultaneously and developing multimodal text writing skills through projects. It shows that students value interactive, creative, and diverse learning in the context of English writing.

Table 5. Data Summary of Students' Learning Goal

No	Statements	H	L	M	S
33	Affirming the meaning that we are going to express in various modes in English writing is necessary.	4	3	3.57	.50
34	Multimedia texts provide a positive influence on the digestion and feelings of readers.	4	3	3.63	.49

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

The data results in Table 5 reflect that students have a strong understanding of the importance of using different communication modes in learning English. They realize that for the effectiveness of communication in English, not only words are important, but also the use of various modes such as images, sounds, links, and animations. It shows their awareness of the need to develop multimodal skills. The students also acknowledged that using multimodal writing can have a positive impact on digestion and reader feelings. It shows that they consider effective communication not only about transferring information, but also about influencing readers' thoughts and emotions. Furthermore, the relatively low deviation standard indicates that student responses to the importance of multimodal learning in English tend to be consistent. These findings can be used as a basis for developing more effective learning strategies in English language learning, which strengthen the use of multimodal modes.

Data on the input (See Table 6) suggests that students believe that learning to write English text will be more interesting if the learning material is presented in a variety of modes. They consider that variations in the presentation of learning material, such as images, sounds, and animations, can increase their interest and involvement in the learning process. Therefore, a

learning approach that takes into account the variation of mode in the delivery of learning materials can be an effective strategy for improving the effectiveness of learning English writing.

Table 6. Data Summary of Input

No	Statement	H	L	M	S
35	Learning to write English texts is more exciting if presented with a variety of modes.	4	3	3.83	.38

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

The data in Table 7 presents the students' preferences for learning strategies in the context of learning to write English texts. The findings indicate that giving examples in advance before learning to write English text is considered effective in increasing interest in learning. In addition, providing training in the form of a multimodal text making project will also be effective in attracting interest in learning to write English text. It shows that a multimodal approach can provide an interesting and diverse learning experience for learners.

Table 7. Data Summary of Procedure

No	Statements	H	L	M	S
36	giving examples of text before learning how to write it would be an interesting start	4	2	3.77	.50
37	Learning to write English texts would be more meaningful if given self-exercise.	4	2	3.30	.79
38	Learning to write text will be interesting if given the exercises of a project of multimodal text.	4	2	3.40	.62

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

Table 8 presents the findings from the category "Settings". Based on the data, it can be described that students have varying preferences related to the

Table 8. Data Summary of Setting

No	Statements	H	L	M	S
39	Learning to write English texts is more exciting if done in groups.	4	2	3.27	.69
40	Learning to write English texts is more exciting if it's done in the classroom alone.	4	2	2.66	.72
41	Learning to write English texts is more exciting if it can be done outside the classroom only.	4	2	2.70	.70
42	Learning to write English texts is more exciting if done both inside and outside the classroom.	4	2	3.53	.68

Likert Scale: strongly agree (4), agree (3), disagree (2), strongly disagree (1)

Abbreviations: H (highest score), L (lowest score), M (mean), S (standard of deviation)

learning environment that is most interesting to them in the context of learning to write English text. The majority of them tend to prefer a combination of learning that includes both in- and out-of-class learning and is done in groups. This suggests that an approach that provides variation in a learning setting may be more attractive to students than learning that is limited to only one particular environment.

The results of needs analysis from interviews with team-teaching lecturers

In terms of the necessities, L1, L2, L3 stressed the importance of text writing skills, especially essays and multimodal texts, in supporting the development of ideas and student academic success. It is expressed in the excerpt L1-n as follows:

"The ability to write texts in various modes is important for students, because with different modes students will be more helpful in developing ideas. It is also useful for future academic life, such as for further study, pursuit of research, and publication." L1-n

Regarding the lack, L1 and L2 implied variations in student writing skills, with some having surplus work experience, while others still needed improvements in the English aspect. It is revealed in the following interview-extracts, L1-l and L2-l:

"Students' ability to write texts varies; there are good ones and weak ones. The advantages of a master supported by an overwhelming work have been accustomed to writing (English texts). Others have weaknesses in developing ideas." L1-l

"Students' ability to write English texts is still low-level, needs to be improved. Students have weaknesses in pouring ideas, using grammar, and in sharpening writing." L2-l

In connection with the wants, L2-w expects students to have the readiness to practice writing, become experts in writing, and get the opportunity to express ideas in multimodality.

"It is hoped that the student will become an expert in writing, so that he will be able to develop his writing skills." L2-w

Concerning learning input, the lecturers agreed that the use of multimodal presentations as input materials for writing courses was essential. They believe that variation in material presentation can help students understand and develop writing skills better (L1-i), especially on conceptual materials (L2-i).

"Multimodal presentation of input material can be done to help students understand and develop writing skills." L1-i

"Presentation of the input material with various modes can be done on the Writing course on the conceptual material." L2-i

About the learning procedure, the L1, L2, and L3 have different approaches to presenting learning material in writing courses, but all aim to enhance student understanding and writing skills. L1 applied is a project-based, collaborative, contextual, and online learning model (L1-p). The L2 implemented the mind mapping model in delivering the learning material in the writing course, which helps students build complex ideas and writing (L2-p). The L3 applied presentations, lectures, and discussions (L3-p).

*"The presentation of the material on the writing course has been done with discussion, presentation, and demonstration. Learning models used to be project-based learning models, collaborative, contextual, and online learning models."*L1-p

"The presentation of the learning material in writing courses has been using the mind mapping model to construct ideas and elaborate writing." L2-p

"The learning model that has been applied is presentations, lectures and discussions."
L3-p

In general, the syllabus analysis has revealed some weaknesses that need to be adjusted to improve its relevance and effectiveness. These weaknesses include a lack of alignment with the increasingly important multimodal learning paradigm, as well as a lack of responsiveness to the current needs of students in developing their English writing skills. Moreover, there is an inconsistency between the learning objectives and the material content, and a limitation in the ability of students to express ideas creatively through various modes of communication.

In addition, the findings of the need analysis form the basis for adjusting the learning objectives, material content, and teaching methods in the reconstruction of the curriculum integrated to the multimodal approach. The results of interviews with lecturers also provide a deeper perspective and consensus on the student's need to learn multimodal text as an attempt to improve student writing skills.

Syllabus Reconstruction

Based on the review of the previous syllabus and the Needs Analysis, reconstruction of the existing syllabus is carried out. This reconstruction reflects responsibility for the development of the multimodal paradigm, compatibility with student demands, ESPP curricular document, and adherence to the university's aim of producing graduates who are remarkable, creative, and self-sufficient. A summary of the improvement points entered in the new syllabus can be seen in **Table 9**. The previous and the reconstructed syllabuses are attached in <https://bit.ly/3v3zj6j> and <https://bit.ly/49Wkzp0>.

The data in Table 9 shows concrete steps taken to improve compliance with the multimodal paradigm, students' needs, EESP curricular documents, and the university vision. First, in terms of course identity, the new syllabus has been adapted to a more comprehensive identity format, including the addition

of document numbers and the adjustment of the course name to "Academic Writing" in accordance with the new curriculum of the English Language Education Studies Program at the university. It shows consistency with EESP curriculum documents. Secondly, in relation to the learning objectives, the reconstruction of the curriculum updates the general objectives of previous

Table 9. Summary of Syllabus Reconstruction

No	Indicators	Fixed for the new syllabus
1	Course Identity	Adapts the old syllabus identity format and complements the document number, switch the course name from Writing 4 to Academic Writing as addressed in the new curriculum of English Education Study Program (REESP) of the university.
2	Goals	Adopt the old syllabus for the general learning outcome, and specify it related to the students' needs on the current multimodal paradigm and trends.
3	Content and Sequencing	Adjust materials that are relevant to learning outcome stated in the new EESP curriculum document and students' needs. Not stuck on paper based-material but provide more varied learning resources in line with Multimodal Approaches and the team-teaching lecturer perspective, such as books, e-books, online learning resources such as YouTube, websites, and technology applications .
4	Format and Presentation	Affirm project-based learning stages and integrate them with a Multimodal Approach
5	Monitoring and Assessment	Establish an assessment section that is relevant to learning outcome.

learning and explains more specifically how those objectives relate to the needs of students in the current multimodal paradigm. It shows responsibility for the evolving learning paradigm and the actual needs of students. Thirdly, in content and sequencing, the reconstruction of the curriculum adapts the material to be more relevant to the desired learning outcome and students' needs. Furthermore, the increased variation of learning resources from paper-based sources to more diverse sources is in line with the multimodal. Fourthly, in format and presentation, a project-based learning model has been strengthened, adjusts the procedures visible, and integrated with a multimodal approach. It demonstrates a commitment to providing a holistic learning experience and paying attention to the diversity of student learning styles. Finally, in monitoring and assessment, the reconstruction of the curriculum affirms the formation of an assessment section that is relevant to the learning objectives. It shows an effort to ensure that the evaluation process also reflects the paradigm of multimodal learning and the desired learning objectives.

In reconstructing the syllabus to cover the multimodal approach and meet the current needs of students, there are some assumptions, reasons, and expectations to be considered. First, students need to be prepared to face increasingly complex future demands, where the ability to express ideas through various modes of communication becomes a necessary skill. It is linked to the university's vision to create creative and self-reliant graduates who are capable of adapting to rapid change in an ever-evolving world. By introducing a multimodal approach into the syllabus, students are expected to be more trained in communicating their ideas effectively through text, images, audio, and video, in line with the demands of an increasingly digital and visual age. It will also provide a more relevant and enjoyable learning experience for students, increasing their motivation to learn and thrive. With a focus on the multimodal paradigm, it is expected that students will be able to produce works that are more creative, diverse, and open to different interpretations. In addition, there is a possibility of an improvement in student confidence and motivation in expressing their ideas more freely and courageously in various academic and professional contexts.

The coherence of the syllabus with the university's vision of creating creative and self-reliant graduates is also an important factor underlying the reconstruction of this curriculum. By incorporating a multimodal approach into its curricula, the universities demonstrate their commitment to preparing graduates who are able to innovate, adapt, and succeed in an increasingly complex and diverse work environment. It also reflects the responsibility of universities to ensure relevance and excellence in the education they provide, thereby ensuring that their graduates are ready to face the challenges of the future with confidence and competence.

Overall, the reconstruction of this curriculum reflects responsibility for the development of the multimodal paradigm, consistency with students' needs, ESPP curricular documents, and commitment to the university's vision of creating outstanding, creative, and self-reliant graduates.

DISCUSSION

English education faces significant challenges in the context of academic writing (Hüttner & Rieder-Bünemann, 2020), both for students and instructors, especially in countries where English is not the dominant language. To meet future demands in the classroom and workplace, students in English education programs need to have a strong foundation in academic writing (Zakarian et al., 2021; Yuvayapan & Bilginer, 2020). Meanwhile, recent developments in information technology have changed the paradigm of academic writing (Tusting et al., 2019), with digital transformation (Barton & McCulloch, 2018) notably seen in journal publishing and the integration of technology in writing learning (Paltridge, 2020). Responsive and innovative learning approaches, such as the multimodal approach (Chandu & Geramifard, 2022; Canet, 2019;

Papageorgiou & Lameris, 2017; Jiang, 2018; Cho & Kim, 2021; Tseng, 2021; Cheung, 2022; Hotson & Bell, 2021; Muraina et al., 2019) and multimodal projects (Smith et al., 2017; Archer, 2017; Ekawati, 2019; Thitivesa, 2013; Allagui, 2022; Christiansen, 2019) become essential to recognizing the complexity of language use in diverse contexts. The gap between the existing academic writing curriculum and the student's need to develop academic writing skills that fit the multimodal text project needs to be overcome (Yana et al., 2023) through the reconstruction of the syllabus of the Academic Writing Course.

Syllabus is the more minor form of curriculum (Gannon, 2018). Curriculum (re)design is a continual process that requires material modifications, new courses, restructuring, and new teaching and learning if desired goals are not realized (Sumathi et al., 2024). Accordingly, this study is a case in point of the effort aimed at reviewing existing academic syllabi and rebuilding them in the context of multimodal paradigms, focusing on the integration of writing concepts that fit the demands of the 21st century and technological developments.

The review and reconstruction of the academic writing syllabus refers to several key components, such as goal, content and sequencing, format and presentation, and monitoring and assessment (Macalister & Nation, 2020). This is in accordance with the rules listed in the annex to the Indonesian National Standards for Higher Education's standard of learning processes (Kementerian Pendidikan dan Kebudayaan, 2020). In the Indonesian context, the term syllabus at Higher Education is matched to the semester learning plan, or *Rencana Pembelajaran Semester*, which is abbreviated by RPS. Therefore, in this study, a review of the syllabus was carried out on the RPS of Writing 4 (MKK 064321) that has been in use since the 2018/2019 academic year until 2021/2022. The syllabus was being re-evaluated in order to adapt to the new paradigm and changing curriculum of the English Language Education Studies Program at the Teacher Training of Education Faculty of the university.

In this study, the new syllabus, with a focus on multimodal projects to enhance student academic writing skills, is reconstructed in three stages. First, the existing syllabus evaluation is relevant to Moharana's idea that individuals commence their assessment of a course by examining the syllabus in order to ascertain whether it achieved its objectives and fulfilled the expectations of participants (Moharana, 2021). The second is doing needs analysis. When designing learning, teachers or syllabus designers must consider students' needs. Needs analysis results reveal current, future, and student expectations (Macalister & Nation, 2020). The last stage is syllabus reconstruction, which refers to the adjustment or adaptation process (Sumathi et al., 2024).

Students should be able to understand and apply the wide range of information and methodologies they need, and the responsibility of the teacher/curriculum designer lies in implementing curriculum design in the

classroom, creating an interactive learning environment, and providing input in the process of curricular quality evaluation (Druzhinina et al., 2018).

The findings in the first phase are described as follows: First, the learning objectives must be affirmed and integrated into the context of the multimodal project, and each phase of the project must be ensured to support the achievement of the objectives. Second, audits of study materials should be carried out to avoid overlap with other courses so that multimedia projects can highlight unique and relevant aspects. Third, project-based learning phases should be explicitly integrated into the curriculum, providing concrete steps that support the development of academic writing skills through various modes. Fourth, evaluations should be reviewed to be relevant to the learning objectives and cover the multimodal aspects of the project, monitoring student progress comprehensively. Fifth, the identity of the course, including the document number, must be clearly included to facilitate the identification and reference of the material, making the curriculum stronger and more structured in support of the development of students' academic writing skills.

In terms of the needs analysis stage, it shows that the ability to write multimodal texts in English is considered important by most students, especially in academic contexts. Students have a desire to learn more interactively using different modes. In learning settings, variation in in-class use and learning outside the classroom are also considered important. This analysis is a basis for designing more effective learning activities for the development of multimodal writing skills in English.

Regarding the third stage, an attempt to reconstruct the existing academic writing syllabus can be made by paying attention to some key aspects. First, it is important not to be stuck on paper-based but to include elements of multimodal learning in the presentation of material to support the understanding and development of student writing skills. Second, it is essential to integrate a project-based learning (PjBL) approach into the lesson plan, providing project tasks that enable students to apply their writing skills in the context of real situations. Third, it is significant to address students' weaknesses in writing, like using grammar and developing ideas, through formative and proactive approaches throughout the learning process. In addition, it may be considered to give emphasis to different types of academic texts, including essays and theses, according to the needs and expectations of the lecturers. Adjusting multimodal projects for syllabus design is expected to provide a more realistic context for students, helping them develop writing skills in depth. Stage-based presentation of material can also be applied, allowing more structured and progressive learning from the type of sentence to the creation of an essay. In this case, a selection of varied teaching methods is required, including the use of mind-mapping models, presentations, discussions, and demonstrations as part of multimodal approaches and Project-Based Learning (PjBL) models. Moreover, the university's vision of creating creative and self-

reliant graduates is linked to the need for graduates to express ideas through various modes of communication. The coherence of the syllabus with the university's vision is crucial, as it demonstrates their commitment to preparing graduates for innovation, adaptability, and success in a complex and diverse work environment.

The results show that changes to the syllabus of academic writing courses need to include learning objectives integrated with multimodal projects, audits of study materials to avoid overlap, integration of project-based learning stages, and evaluation reviews that cover the multimodal aspects of the project. Student needs analysis indicates the importance of the ability to write multimodal texts in English, with the student's desire to learn interactively using various modes. In order to rebuild the syllabus, integration of multimodal learning elements, a project-based learning approach, and emphasis on various types of academic texts are required. This syllabus improvement is expected to contribute to the advancement of the quality of learning by combining proven successful elements with innovation to meet students' learning needs and the multimodal paradigm.

The integration of recent advancements in information technology and the multimodal paradigm may enable the inclusion of previously unexplored topics in the curriculum. It may refer to the incorporation of multimodal learning elements into educational goals, materials, activities, and assessments. Furthermore, by incorporating these components, the student is not only able to enhance their educational journey but also cultivate their aptitude for writing across diverse modes of communication. Additionally, the implementation of the project-based learning (PjBL) model is a viable option for curriculum reconstruction. Incorporating PjBL exercises into the syllabus will better prepare students to tackle the complexities of writing in the real world. The emphasis on a variety of academic text categories is an additional significant innovation. In today's academic environment, students must possess the ability to compose a variety of documents. We anticipate that incorporating the aforementioned elements into the redevelopment of the academic writing syllabus will significantly improve student learning and prepare them for future academic writing requirements. Therefore, the findings of this research indicate that instructors should strive to consistently update and improve their pedagogical skills and teaching syllabus in accordance with advancements in technology and education, while also guaranteeing that students have meaningful and pertinent learning experiences.

CONCLUSION AND SUGGESTION

In conclusion, improving academic writing skills in English language education requires a structured and responsive approach to curriculum reconstruction. The study seeks to address this need by redesigning the existing syllabus with a focus on integrating multimodal projects. Through a thorough

three-stage procedure consisting of curriculum evaluation, needs analysis, and reconstruction, the aim is to adapt to the evolving educational landscape and technological progress. In the early stages of syllabus evaluation, researchers conduct a thorough examination of existing syllabus, carefully evaluating their strengths and weaknesses. This critical assessment yields valuable insights into areas requiring modification to better align with the objectives and methodologies of modern education. Following that, we conduct a thorough needs analysis, distribute questionnaires to students, and conduct written interviews with instructors. This phase aims to identify specific needs and preferences, laying the foundation for curriculum adaptation. The next phase focuses on curriculum reconstruction, where needs assessment and analysis findings inform the redesign process. We place the main emphasis on integrating multimodal projects into the curriculum, acknowledging their potential to promote diverse skills and engage students in meaningful learning experiences. However, we recognize this restructuring process as a continuous effort, requiring further improvement through development, implementation, and evaluation stages.

In other words, a commitment to responsiveness and innovation drives the reconstruction of academic writing curricula as a key effort. By embracing the latest pedagogical approaches and leveraging technological advances, educators can create a dynamic learning environment that meets the needs of growing students. At the heart of this effort is the integration of multimodal learning elements with project-based methodologies, facilitating a holistic understanding of student dynamics and preferences.

Moving forward, it is critical for the instructor to pay attention to the recommendations from this study. This includes improving technology teaching skills, designing meaningful project tasks, and enriching the curriculum with diverse materials. By adopting these strategies, instructors can improve their teaching practices and cultivate an optimal learning experience for students. Finally, the curriculum reconstruction process promises to continue to improve the quality and relevance of English language education.

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